Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

**Examples in Differential and Integral Calculus, with Answers.** By the late C. S. Jackson. London, Longmans, Green and Co., 1921. Pp. viii + 142. Price 10s. 6d.

When there came, with the World War, the demand for the more intensive training of officers in the Royal Military Academy at Woolwich, and for the extending of this training to thousands of new men in the service, there was assumed, and enthusiastically assumed, by one of the instructors, a burden far in excess of his strength. He had long been a faithful, enthusiastic, successful teacher, and in the early days of the war he fell—a victim to his sense of duty. This man was C. S. Jackson, one of the most lovable men in the teaching profession of England, a fine mathematician, a loyal friend, and a gentleman in the truest sense. He closed his classroom door late one afternoon after a hard day's work, stepped out of the building, and fell dead. Such was one of the many thousands of tragedies of the war—as real a sacrifice as any made in the trenches of France and Flanders.

Mr. Jackson left a manuscript which has been edited by Mr. W. M. Roberts and which now appears in book form. It is fortunate that it is published at this time, for never before has so much attention been given to a proper, human introduction to the elementary calculus. England has had several worthy handbooks of this general class. She has made several attempts at an easy approach, and she has made many other attempts (perhaps more than any other country) at a scholarly approach, but it is doubtful if any of her teachers have hitherto presented such a satisfactory combination of modern educational thought, of simplicity of attack, and of scholarly treatment as is here set forth.

The work is divided into two parts—the first relating to the differential calculus (pages 1-53), and the second to the integral calculus (pages 54-120). It properly begins with tangents and slopes, defines $dy/dx$ as a rate of increase, and proceeds at once to easy maxima and minima. It adds a little more theory, takes up Newton's method of roots, and then considers more difficult cases of maxima and minima. Some idea of the further scope of the work may be derived from a mention of such topics as velocity, errors and rates, examples on maps, explanations of planimeters and integraphs, and a study of mean volumes, of center of pressure, and of the pendulum.

Any one who is experimenting with the calculus in secondary schools will do well to have a copy of this work in hand, and, indeed, to place it in the hands of the students as a source book from which to draw the problems for class work. The chief doubt as to its use as a textbook lies in the fact that the publishers find that war prices must still be maintained. This fact will unquestionably be adverse to the sale that we would all like to see in this country.

David Eugene Smith

**The New Methods in Arithmetic.** By Edward L. Thorndike. Rand McNally & Co. Pp. 260.

So many books on the teaching of arithmetic are either a mere collection of discussions of miscellaneous topics more or less related or of platform addresses revised and edited for purposes of publication. Usually such books are worth one reading but not serious study. The present book is written for "the working teacher or student in a normal school seeking direct help in understanding the newer methods and using them under conditions of classroom instruction." It is an authoritative discussion in non-technical language of the principles underlying the teaching of arithmetic. Both the teacher and the student interested in better teaching of arithmetic will want to read and re-read, to study and study again, this illuminating book.

The main purpose of the author is to state and discuss the general principles "that guide the teacher in choosing topics, in arousing and utilizing interest, in securing understanding of the science of arithmetic, ability to compute and ability to apply arithmetic to the problems of the real world, and in organizing arithmetic into a series of instructive experiences and activities." At the same time he shows how to apply these general principles "and also all the helpful conclusions that classroom experience and scientific studies of the learning process have reached, to every detail of the teaching of arithmetic."